DOCUMENT RESUME

ED 147 694 CG 012 017

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TITLE Organizing for Student Development.
PUB DATE Feb 76
NOTE 40p.; Pages 14, 18 and 24 have not been filmed due to copyright

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Conference Reports; *Educational Environment; Higher Education; Humanistic Education; Models; *Organization; *Program Development; *Student Development; *Student Personnel Workers; *Thought Processes

ABSTRACT

This paper describes the proceedings of a meeting of 20 student personnel professionals, practitioners and educators from across the U.S. They met to develop a conceptual organizational pattern for establishing student development programs. The paper describes not only some of the outcomes, but also the process by which they evolved. It was felt that a sharing of the actual process of developing the model might benefit readers who are attempting to apply it in their own settings. Thus, the paper incorporates four steps: (1) documenting the collective thinking of the task force; (2) integrating the proposed conceptual models with currently existing models, resulting in an organizational chart; (3) requesting all conference participants to read and respond to the accuracy of the chart; and (4) synthesizing this feedback into a paper reflecting both process and content of the task force's work. The result should be useful to anyone interested in developing programs or environments conductive to total student growth. (Author/BP)

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ED147694

ORGANIZING FOR STUDENT DEVELOPMENT

Paper prepared as one part of the results from an ACPA Invitational Conference on Organizational Models for the Implementation of a Student Development Approach for Student Affairs. February 3-7, 1976, Breech Academy, Overland Park, Kansas.

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ORGANIZING FOR STUDENT DEVELOPMENT

Introduction

In early February of 1976, the American College Personnel Association sponsored an Invitational Conference on Organizational Models for the Implementation of a Student Development Approach for Student Affairs. Some twenty student personnel professionals, practitioners and educators from across the United States assembled at the Breech Academy in Overland Park, Kansas, for the purpose of developing a conceptual organizational pattern for student development.

Prior to the concentrated work of three task force groups, considerable time was spent developing a team, agreeing upon definitions which would be common to all working subgroups and determining the primary task to be addressed by each subgroup.

Included in the preliminary efforts was considerable discussion related to consensus statements taken from existing literature which depicted the student personnel philosophy and practice as it has evolved since its inception in 1938. It would be helpful to the reader to review the "Quotable Quotes" (Appendix G) which were selected as a means by which to reach consensus on philosophy and definition of terms. Such a review will also provide the reader with a feel for the general tone of the conference as well as an overview of what has been the position of various proponents in the field of student personnel. Included among the items are statements from Williamson, Lloyd-Jones, Wrenn (the founding fore"persons" of student personnel) as well as Miller, Prince, Creamer, Crookston, et al., which clearly reflect the more recent developmental approach which is being viewed by some as a "better way to go."

The development of this paper incorporates four steps:

1. Documentation of the collective thinking of Task Force 2 of the conference. The charge to this task force was "to develop organizational models that will assist institutions to establish conditions which are conducive to the establishment of Student Development Programs." As a consequence of this group's work, many ideas were conceptualized and transposed into a series of charts and graphs which represent ways by which student personnel educators could begin to think about the implementation of the student development approach on the campuses of higher education.

2. Integration of the conceptual models proposed by the task force with currently existing models. This phase was accomplished by reviewing literature related to organizational theory and conceptual models as well as an examination of a cross section of organization charts in existence on several campuses. Comparisons were made with task force ideas and attention was focused on the potential differences which could exist between the organization chart (as it appeared on paper) and the functional pattern of leadership and communication necessary for the health of the institution.

3. Distribution of No. 2 above to all individuals who attended the conference with a request to read and respond to the accuracy of the paper as it reflected the work of the conference. Participants were also urged to include other ideas, readings, and practices which would enhance the value of the revised paper.

4. Synthesis of feedback received from participants who responded to No. 3 above. All comments were carefully reviewed and a concerted effort was made to incorporate the wealth of input into a paper which shared both the process and the content of the days spent together at Breech Academy.

Before reading the remainder of the paper it is important for the reader to understand that the suggested conceptual and organizational models presented in the paper reflect a developmental process, one which is by no means a "final" product.

What it does indicate is that ways do exist on most campuses to initiate a student development model of operation, that no one method is the "right" one, but that as Weisbord (1976) so aptly stated, "Every structure is good for something, no one is good for everything . . . In diagnosing structure . . . look for the fit between the goal (output) and the structure producing it (the formal system), then attend to how the work is actually divided up and performed and how people use or subvert the organizational chart."

THE TASK FORCE CHARGE

The specific charge, as previously stated, was "to develop organizational models that will assist institutions to establish conditions which are conducive to the establishment of Student Development Programs." More generally, the task force members worked toward the conceptualization of a method which would blend into an organizational pattern and lend itself to the student development approach as defined at the onset of the meeting, i.e., "Human development is a bio-socially patterned, transactional, life-long process leading to the growth of self-hood and interdependence." Student Development then is an educational approach to more effectively providing a total environment (both cognitive and affective) on the many campuses of post-secondary education which would facilitate the development of the "total student".

The writer's responsibility was to develop a paper which would share, not only the results of the task force committee thinking, but the process by which it developed. It was the general opinion of task force members that student development educators profess the importance of the "developmental process" but rarely share their own process of thinking, conceptualizing, and writing. Nothing less than the final refined product is shared with the reading audience. Also, it was the consensus of task force members that sharing this particular process would assist the

reader in recognizing his/her own ability to work through similar stages of development as it most aptly fits individual campuses and to determine how and where such an approach could be most beneficial in a particular situation.

ENVIRONMENTAL CONDITIONS NECESSARY FOR ORGANIZATIONAL CHANGE

Several questions of initial significance were raised. Is there an environment within which student development can most productively evolve? If so, how? If not, how can change be accomplished when necessary in order to allow for the maximum educational development of the "total student"? One thing seemed clear. There was no magic wand which could change a campus into the "ideal". Another fact was also evident. Many campuses already have programs which reflect the results spoken to in the student development models (Tollefson, 1975; and Miller and Prince, 1976). Most of these programs exist on traditionally organized campuses. The question then changed. What conditions exist within an institution which make possible the development of such programs?

It was generally acknowledged that no particular organizational pattern could be established that would perfectly cover all conditions on all campuses, yet the participants recognized the existence of "indicators" which would provide a barometer of the health and self-renewing potential of any organization. Included among these "indicators" were such items as shared objectives, open communication patterns, shared decision-making, a willingness to confront conflict and to take risks when needed. The premise that such "indicators" do exist in a healthy and self-renewing organization is well supported in the literature (Likert, 1961; Fordyce and Weil, 1971; French and Bell, 1973; and Huse, 1975).

In the application of these conditions to an educational system, the following list was formulated as being indicative of an educational organization that was healthy and self-renewing. (Appendix I developed by Task Force No. 1 reflects a

more detailed explanations of these conditions) This can be seen as existing when:

1. Goals and related decisions of specific organizations are consistent and congruent with the mission of the larger educational institution in which it functions.

2. The planning for change is based on an awareness that constituent (faculty, staff, administration and student) interconnectedness and interdependence create a reaction for change. This awareness will provide for clarity of purpose, shared ownership and commitment in the change, factors which are paramount to the success of any such endeavor.

3. The individuals holding ultimate responsibility for operationalizing the decision-making process establish a mutually supportive communication flow throughout the organization which is direct, timely, accurate, and multidimensional, i.e., vertically, horizontally and diagonally.

4. A continuous and timely evaluation procedure is formulated and implemented in terms of stated process and outcome objectives.

5. All available physical, financial and human resources are integrated to facilitate more effective responsiveness to current needs as well as a means by which to anticipate and plan for future needs.

6. A climate is fostered which supports, stimulates and enhances personal and professional development and continued growth for all members of the organization.

It was agreed that these conditions could be found, to varying degrees, on different campuses. The challenge for the conference participants was still to be met; could a general organizational structure be developed which would serve the particular needs of a specific campus while providing a vehicle for the implementation of a student development model?

ORGANIZATIONAL THINKING

What if student personnel educators ceased to think of Student Affairs or Student Personnel and considered Student Development as encompassing the "whole student". Not a new idea! Wrenn, Lloyd-Jones, Mueller, and other luminaires spoke of the "whole person". As early as 1938 and again in 1949 the Committee on College Personnel of the American Council on Education described the "personnel point of view":

1. Individual differences are anticipated, and every student is recognized as unique.

2. Each individual is to be treated as a functioning whole.

3. The individual's current drives, interests, and needs are to be accepted as the most significant factor in developing a personnel program appropriate for any particular campus. (Mueller, 1961)

But somehow it seemed as if student personnel educators spoke of one "whole" while their academic colleagues talked of another. The challenge seemed to be to see the "whole" through the purview of Student Affairs AND Academic Affairs. If all sectors of the institution joined hands and, more importantly, heads and strived for a blend with the student as a focal point, student development would more likely become reality. Education would be recognized as an acquisition of both content and competency. It would be important to understand the humanities, sciences, social studies and other disciplines, and it would be equally important to obtain competency in skills such as the ability to analyze, synthesize and solve problems; the ability to communicate with others in both written and spoken form; to develop an understanding and awareness of the world; to interact socially with others; to make independent value judgments and to understand relationships between individuals and the environment. The Committee then tried to capture this philosophical idea in a series of graphs and charts.

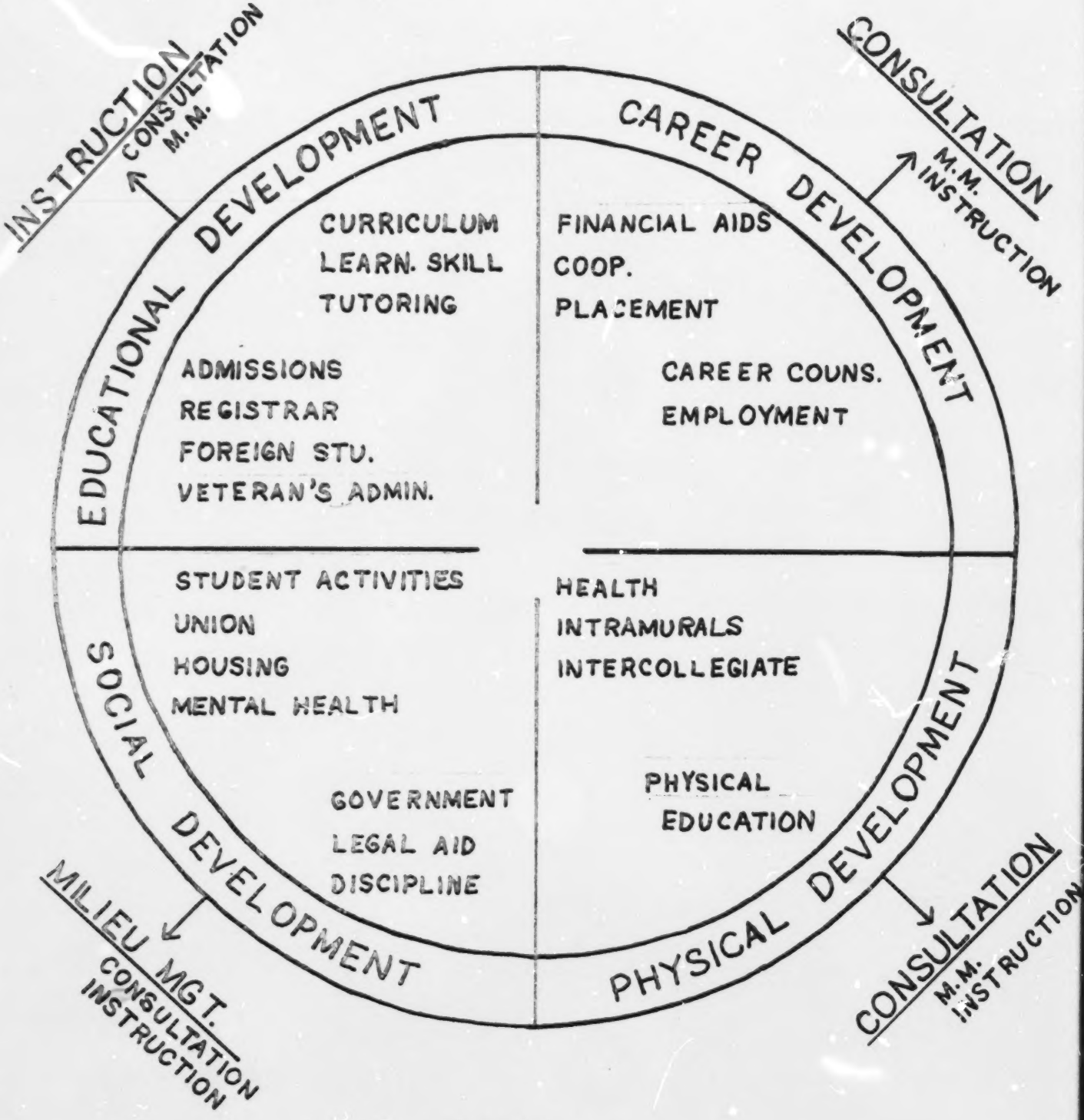


FIGURE 1

A CONCEPTUAL MODEL FOR

ORGANIZATION OF STUDENT DEVELOPMENT

The first conceptual drawing developed by the group, Figure 1, clustered areas of development into four quadrants, educational, physical, social, and career. The group discussed the implications of current services and programs as they impact on each cluster. Also discussed were the strategies of instruction, milieu management and consultation which has been described in Phase II of the Tomorrow's Higher Education statement. Something of a consensual agreement was reached that Figure 1 conceptually reflects a way to view the process of organizing for student development. The dominant intervention strategy in each cluster is indicated directly above.

As the quadrants in the model were discussed, "Student Affairs" in its current form fit into each quadrant and utilized all three change strategies. Academic Affairs also fit into each quadrant and used all change strategies. It seemed that what was necessary was a blending - if not in structure, then in function and attitude, so that the Student and Academic Affairs could work conjointly to provide the educational opportunity for the students' development. Each quadrant lent itself to a primary strategy. Yet all quadrants contained elements of all three strategies with the difference being one of emphasis.

In Figure 1, classroom faculty clearly fall within the quadrant entitled "Educational Development" since their primary function is teaching. Individuals who teach expect to bring about change through instruction. Similarily, individuals who serve as tutors and/or conduct seminars, labs and workshops in competencies such as communication, decision-making and supervision also need highly developed instructional skills. These people may be professionals in Student Affairs. Due to their different areas of expertise both may be called upon to serve as consultants to each other and to other areas within the institutional community. Task force members also agreed that both types of individuals need at least a limited ability to manage the milieu.

It seemed reasonable to expect individuals charged with activities such as programming, housing and student government to have greater ability to manage the milieu than would be necessary for faculty within the classroom. In this sense milieu is more broadly defined and refers to the total environment including fiscal, physical and human resources of the institution, its technology, and its clientele. Following the same rationale, the reader may proceed through the remaining quadrants.

The creation was reviewed and called "good" - but not complete. In fact, it was only a beginning, but it bore some resemblance of things to come.

Organizational Structure and Function

At this point the going became difficult. Who would be responsible for what? When the picture became people, to whom would they report? How could the task actually be accomplished? Numerous possibilities seemed to exist.

LARGE UNIVERSITIES

For example, in the traditional university structure with a dean of student affairs or a vice president for student services, clustering could begin by grouping related areas, combining staff and budget in order to accomplish common goals. It was suggested that evolution could occur over a two or three year approach. Graphically, the structure might resemble figure 2.

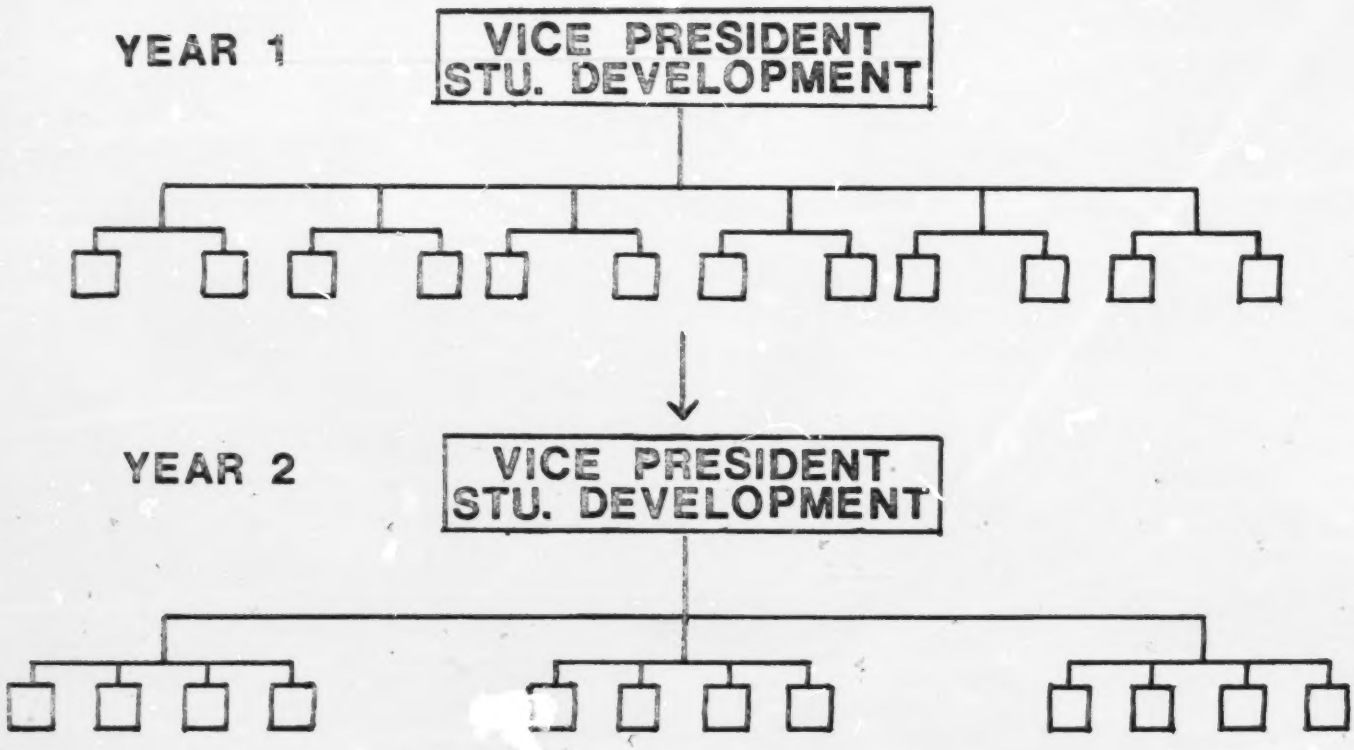


FIGURE 2

AN EVOLUTIONARY APPROACH

TO STUDENT DEVELOPMENT

The more important idea was a functional one. In order to meet the criteria of a healthy, self-renewing organization, clusters must work together, communication must flow in all directions as in Figure 3.

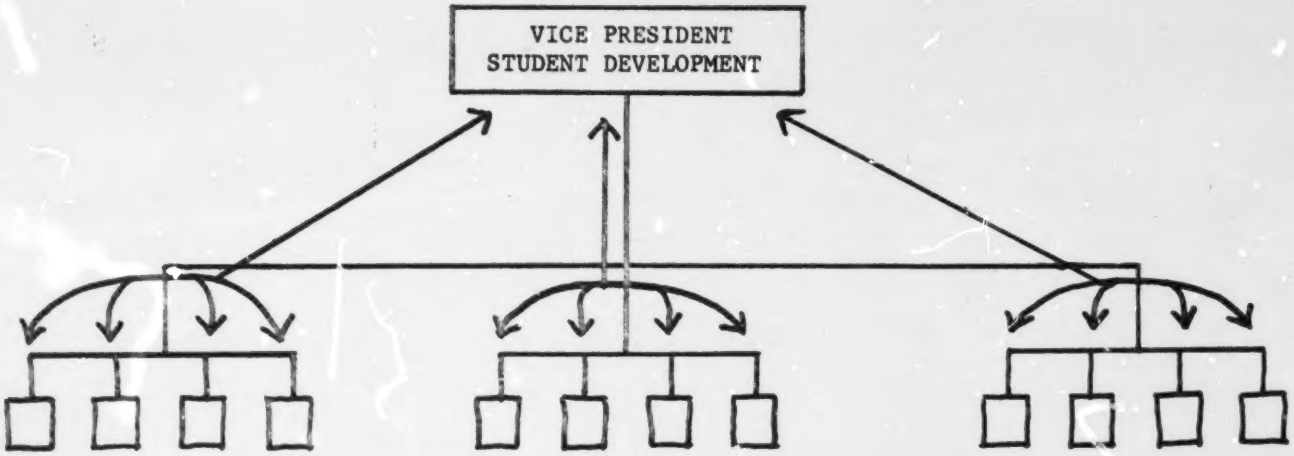


FIGURE 3

AN OPEN COMMUNICATION SYSTEM
WITHIN THE ORGANIZATION

In Figure 3 conditions necessary for organizational health are graphically illustrated. The direct reporting relationships to the chief administrative officer is limited so that sufficient time is provided to effectively supervise the organization and to provide direction when elements within the organization need special attention. While the direct reporting relationships are limited, the communication pattern is not. He/she is committed to maintaining an open communication pattern and receiving input from all elements of the organization.

Moving from the conceptual representation to a hypothetical organization chart which might exist for a large four-year institution, the structure for student services might resemble Figure 4.

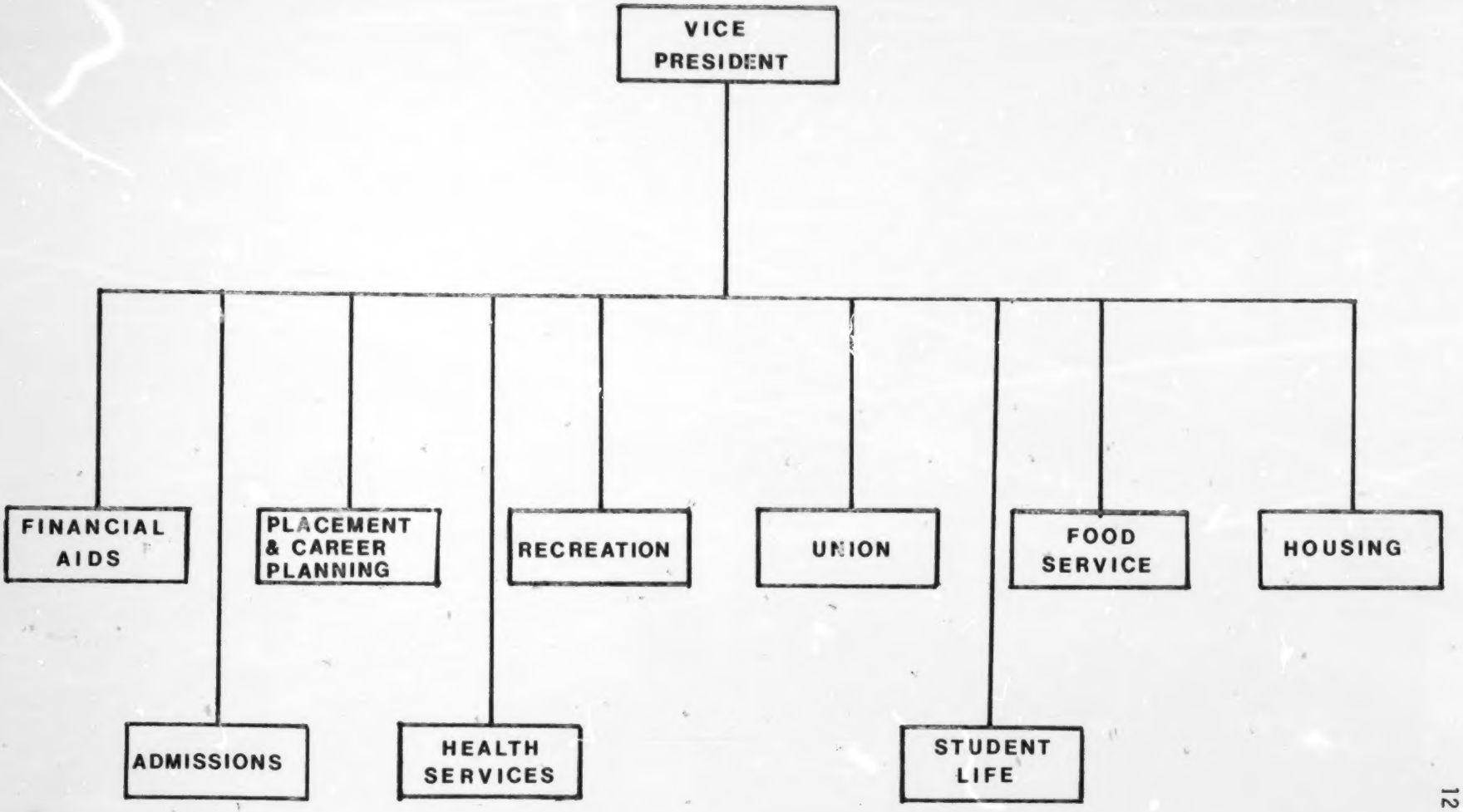


FIGURE 4

HIERARCHICAL ORGANIZATION CHART

FOR STUDENT SERVICES

The organizational structure represented in Figure 4 is hierarchial. Each division or department head reports directly to the Vice President and all staff within each department report to the director or dean responsible for the separate area of program and/or service. In Figure 3 there are nine areas reporting directly to the Vice President. It is not unusual in some institutions for ten or more areas to report directly to the Vice President. General management theory stresses that when more than five broad areas report directly to one individual, effectiveness and productivity is reduced.

The extent to which an organization is or is not effective depends more upon its functional organization, i.e., how the members of the areas work with each other toward common goals, than it does upon the way the organization is described on paper. However, if the leadership and communication patterns within the organization are also hierarchial, the relationships are likely to resemble the mechanistic system described by French and Bell (1973). See Figure 5. Here the function is primarily one of telling and reporting and the communication is generally between superior and subordinate with minimum collaboration between areas.

Such a mechanistic leadership system includes a high degree of task differentation, precise delineation of rights and responsibilities, and specificity of methods used to accomplish prescribed goals. According to Elliott (1974), the hierarchial communication pattern tends to hinder both vertical and horizontal communication. As French (1973) described the system, there is considerable insistance on loyalty to the organization and the superior with more emphasis on one-to-one leadership. The potential for empire building is high. Goals are more likely to be set at the top and mandated to the bottom. If rigidly adhered to in terms of accountability and operation, the hierarchial pattern of leadership does not lend itself to either planned change or team cooperation. Instead it supports the status quo and encourages authoritarian type leadership.

Returning to Figure 4 as a hypothetical beginning, phase one (See Figure 6) could begin to bring similar functions into working clusters.

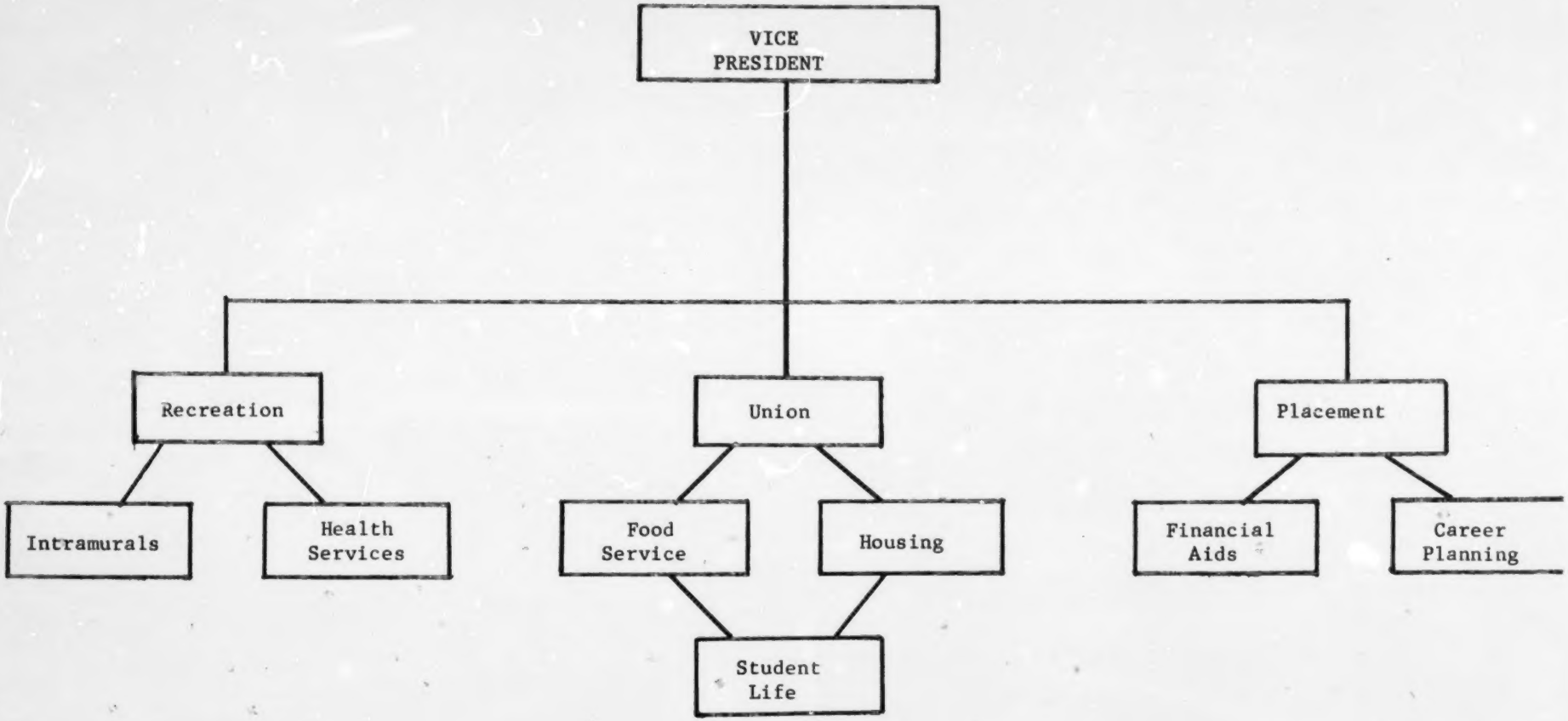


FIGURE 6

STRUCTURAL ORGANIZATION BASED
ON SIMILARITY OF FUNCTIONS

As more interaction takes place among and between units, territoriality is more likely to break down. In such a design an individual would be responsible for the coordination and accountability of the clustered units. The leadership and the decision-making would be shared by all members of the unit. Communication patterns would begin to open since fewer individuals would report directly to one chief executive. Units would begin to function as cooperative groups rather than as specialized departments. Since a change of structure in no way insures a change of communication nor a beginning of cooperation, group members stressed the absolute necessity of functional and attitudinal change.

It seemed reasonable, however, to assume that functional units collaborating on common programs and/or services would facilitate more open communication and a change of attitude within the organization. Acceptance of the critical conditions for a healthy organization must be accepted throughout the organization. Organizational change best proceeds where all constituents understand, accept, and participate in the change. Sustained discussion probably would be necessary in order to obtain acceptance.

If both the organizational structure and the communication pattern change, there is open discussion among superiors, subordinates, and peers and all have committed themselves to collaborative efforts toward common goals, the leadership pattern will more likely resemble one described by French and Bell (1973) as "organic" in style, see Figure 7.

Communication flows vertically, horizontally, and diagonally. The emphasis is shared as opposed to the mechanistic reporting and telling. Such an organic style, referred to by some as a circular management or communication model, is more conducive to the organizational development process. According to Knott and Drum (1975) the flow is focused on operational modes which utilize high degrees of interdependence, collaboration and mutuality. The key, according to Knott and Drum, is "How the people responsible for addressing . . . objectives relate to one another." The emphasis is continuous assessment of tasks and assignments through interaction with others and a utilization of special knowledge is a way to solve real institutional problems. There is a network of authority, control and communication which stems more from expertise and commitment to a total task than from the chief executive. Responsibility is viewed as something to be shared. Communication is more likely to be extensive and open and the pattern will flow laterally, vertically, and diagonally. Such a situation would be more conducive to collaboration, information sharing and cooperative problem solving. More emphasis is on commitment to organizational goals, to progress and growth than on obedience and loyality.

Moving again from the conceptual to a third possible stage of organizational change, the process might begin to expand beyond the areas traditionally delegated to student development. In fact, most student development proponents (Brown, Miller, Crookston, Knott, et al) insist that all constituents of the institution must be a part of the student development model. There would then be a blending of expertise and participation with academic and student affairs joining their knowledge and expertise. Both structure and leadership style could conceivably change as shown in Figure 8.

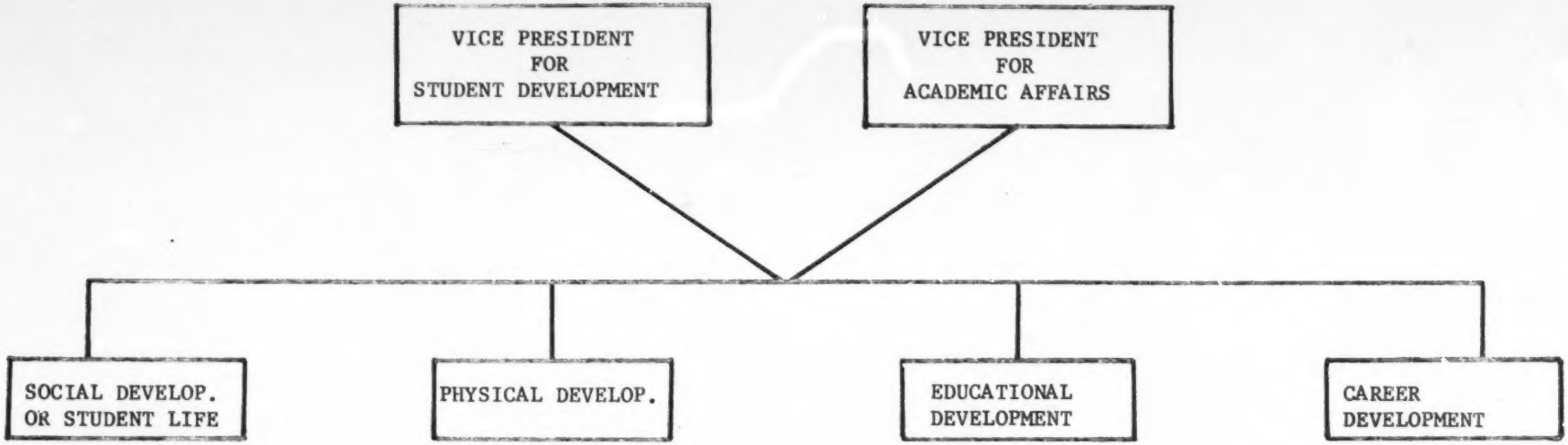


FIGURE 8

COMBINATION PATTERN (Y)
OF REPORTING RELATIONSHIPS

Both the management and communication pattern changed. Instead of the traditional hierarchial arrangement or pattern of communication, the organization has become a combination described by Weisbord (1976) as "two homes for everyone." Elliott (1974) referred to the pattern as "Y" with some areas reporting to both Vice Presidents and others reporting to one but cooperating with the other. Obviously, as in most organizational structures there are both advantages and disadvantages to such a design. On the advantageous side of the ledger consider the blending of budget, expertise and teamwork. A coordinated approach with the instructional experts working with the consultants and the managers could accomplish more than separate units which function in a competitive manner, each carefully guarding territories and budgets. Reporting to two chief executives can also include many frustrations, particularly if the chief executives lack personal and professional security. Both must be committed to the end goal of optimum student development and both must respect the other as individuals and as intelligent professionals with integrity. If not, the staff placed in such an organization could experience much frustration, perhaps divided loyalty, and possibly learn to play whatever organizational game necessary in order to survive. In such a situation the student would clearly be the loser.

Pragmatically speaking there still remain times and tasks in which the traditional style (French's mechanistic model) is not only preferred but essential for expeditious task completion. Hersey and Blanchard (1975) refer to this necessity in their Life Cycle Theory of Management. When a new task or goal is recognized and established as desirable, it may be necessary for the leader to teach the task step by step. If the individuals within a group have not previously worked together it may even be necessary for the leader to teach group members how to work together in order to accomplish the desired task. The important idea in this instance is that such directive leadership ultimately leads group members to recognition of the importance of working together and the knowledge necessary to accomplish the task.

In the educational institution, as in most organizations, the process will probably take considerable effort on the part of those committed to the revitalization of the organization. It will be necessary to teach group members how to work together, to demonstrate the effectiveness of collaborative goal-setting, program development and evaluation. In some instances the process will probably take years rather than months to accomplish. As the group members learn the task (goal) and commit themselves to its accomplishment, less direct supervision is needed. It must be remembered that while the degree of supervision may increase and decrease, communication must remain open in all directions at all times. French (1973) described this type of idea as paradoxical and spoke of it as the "contingency" or the "fitting together" of the systems so that collaboration and shared decisions are generally characteristic of the organization but that when immediate decisions are essential, the structure and the leadership are flexible enough to provide prompt action.

The previous discussion returned us to the original thesis, i.e., THERE IS NO ONE PATTERN WHICH CAN FIT ALL ORGANIZATIONS. Weisbord (1976) statement again rings true. "Every structure is good for somethings, no one is good for everything." He further explained that "In diagnosing structure, a consultant must look for the fit between the goal (output) and the structure producing it (the formal system), then attend to how the work is actually divided up and performed and how people use or subvert the organization chart." While one pattern may be outlined on paper, the operationalization of the system may and should depart from the line/staff arrangement depicted in the chart. Figure 9 returns to the conceptual idea of student development on the campus and reflects a more refined version of the group's initial effort.

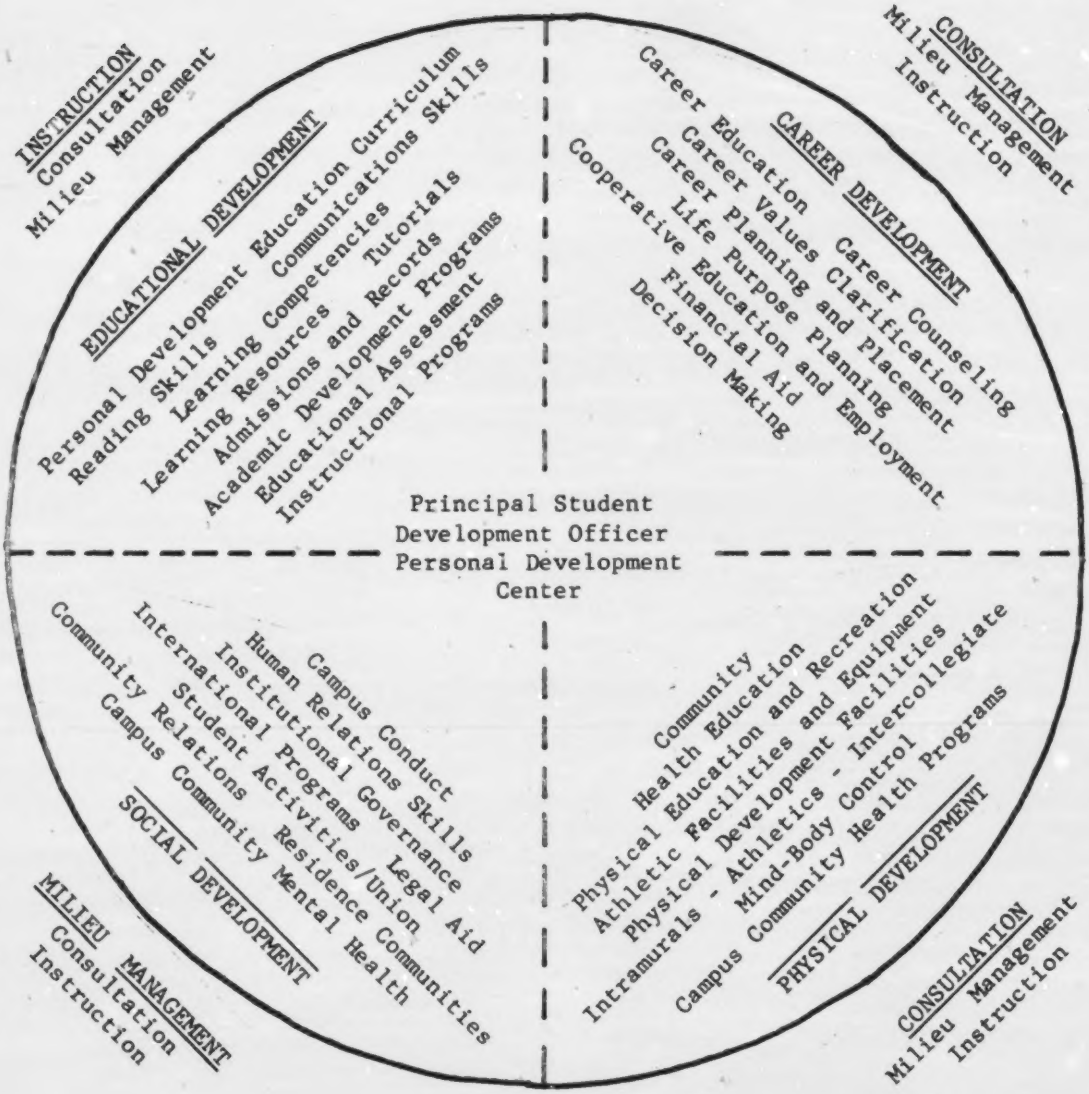


FIGURE 9

A CONCEPTUAL MODEL FOR STUDENT DEVELOPMENT
ON THE COLLEGE CAMPUS

According to Beck (1972), "any attempt to improve the organization must touch all its facets and levels." Again this reflects a reasonable concurrence with those principles identified by Miller (1975) and endorsed by those attending this model building conference.

One distinctive feature of education in the United States is the variety of educational institutions. With such variety comes a multitude of structural organizations. Could the conceptual model reflected in Figure 9 be applied to large institutions as well as small ones? What changes would be necessary?

SMALL COLLEGES

Members of the task force believed that small colleges could functionally organize in a way similar to that of larger institutions. Structurally, the reporting relationships would be less complex. In fact, studies (Gleazer, 1974; Gillo, 1974; Menefee, 1974) seemed to indicate that organizing in the student development mode may be somewhat easier on a small campus than on a large one. There are fewer levels of management, the community constituencies are smaller and more likely to know each other on an individual basis. Students are more apt to feel a part of the total institution. Creamer's unpublished paper (1975) describing the organization of El Centro College reflected the practicality of initiating the student development approach for a total institution in the early states of the college.

Utilizing Figure 9 as a basic reference point, Figure 10 reflects a simplified version of the same strategies of change. Obviously, the elements within the triad would change depending upon the nature of the small college, i.e., residential, community, vocational, two-year or four-year. Figure 11 adds the four basic functions which are important to the student development model: goal setting, assessment, change strategies and evaluation.

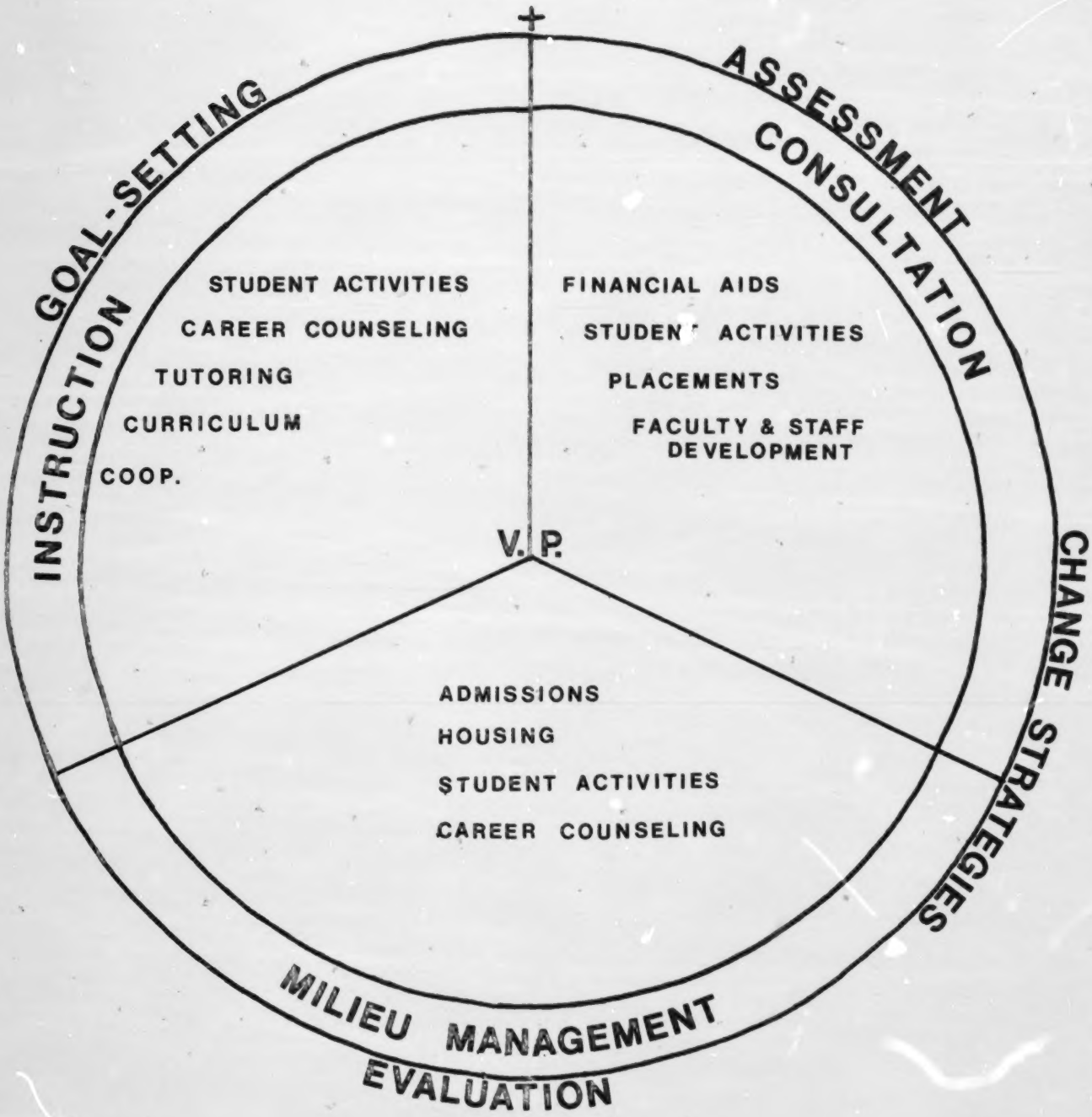


FIGURE 11
CONCEPTUAL MODEL FOR STUDENT DEVELOPMENT
IN A SMALL INSTITUTION

More important than the design, structure should not remain static since the clusters will vary, depending upon the task or goal to be performed. Again the smaller institution may have the advantage. When individuals within a community know each other's expertise they may jointly undertake new ventures. Frequently new endeavors will be accomplished through special task forces which group, disperse and re-group according to the needs at the time. Figures 12 and 13 reflect a graphic configuration of this idea. Conceived as a floating model, the idea is that individual 1 will serve with individuals 2 and 12 to accomplish an objective at one time, but may group with 12 and 11 for a different objective. Flexibility is a key factor.

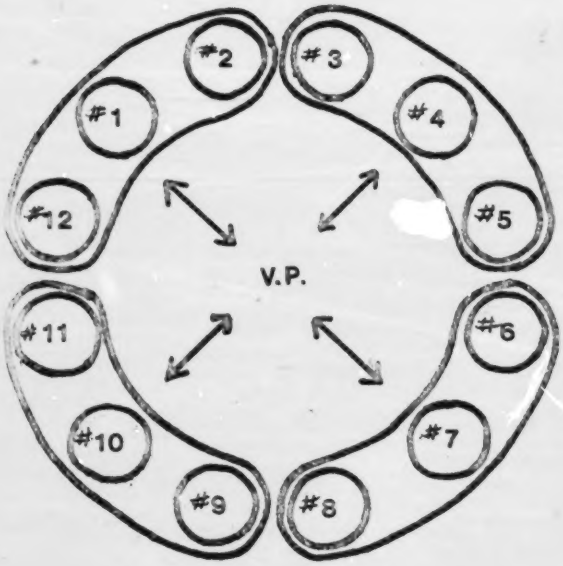


FIGURE 12
FLOATING MODEL FOR
GROUPING OF SPECIAL TASK FORCES
IN A SMALL INSTITUTION

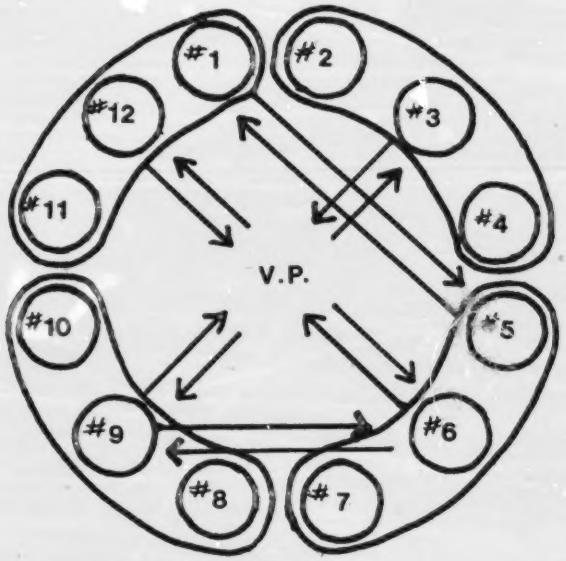


FIGURE 13
FLOATING MODEL FOR
DISPERSION AND REGROUPING OF
SPECIAL TASK FORCES
IN SMALL INSTITUTIONS

While these figures depict a communication pattern of centrality (reporting relationship to one vice president), it would be important to include functional overlay of the organic leadership-communication model shown in Figure 13. It is important, in fact essential, for communication to flow in all directions. Stress is placed on the efficiency of communication flowing from source to resource rather than up and over through a hierarchy of department and division heads to the vice president and then back down through the system. Functionally, let the program be the center while the units work together to accomplish the goal (program). If accomplishment of the goal is the central purpose of the total organization, then shared commitment and teamwork will more likely benefit the student and the final product (educational opportunity for the total person) will be available.

STUDENT DEVELOPMENT PHILOSOPHY

This paper seeks to look toward the future. Perspective, however, comes from what is past and what is current. A reality check seemed in order. Where is education in terms of student development?

In the Literature - A review of the literature evidenced many studies and commentaries on the student development approach to education. Burns Crookston (1972) presented a descriptive contrast between yesterday's student personnel and today's student development as (1) a change of description, and (2) a change of position from the supplementary to complimentary. Crookston described student development as egalitarian as opposed to authoritarian, proactive rather than reactive, encountering instead of passive, developmental versus remedial, preventive rather than corrective, and confrontive instead of controlling. He viewed the traditional bureaucratic model as power and status based and considered it contra-developmental.

Chandler (1973) spoke of the trend "known as Student Development in which the entire campus is involved in facilitating the behavioral development of the student."

He viewed the difference as one of emphasis stressing intensive cooperative involvement of both student and faculty. He indicated that attitudinal changes are of greater importance than re-shuffling of departments and proposed an organizational model which separates managerial from developmental functions. Recent literature has reflected considerable support for the student development approach. (Chandler, 1969; Chickering, 1969; Katz, 1973; Shaffer, 1973; Warnath, 1973). And the list goes on as more and more educators appear to recognize the need for collective work toward a developmental approach to education, one which includes both content and competence.

The American College Personnel Association added impetus to this concept beginning with Brown's (1972) Student Development - A Return to the Academy, two model building conferences, and most recently Miller and Prince's (1976) The Future of Student Affairs. Skills, competencies, and exemplary student development programs come to the front.

On the Campus - As the stated philosophical approach changes, what is happening in terms of program and organization. In 1974, Parr conducted a survey entitled, "Trends and New Directions of Development of Student Personnel Programs in Selected Colleges and Universities in the North Central Association from 1962 to 1974." This study indicated that while the concept of student development had gained in acceptance, the student personnel programs had remained largely unchanged. Position titles had undergone some changes but the only areas wherein these changes were dramatic were those traditional titles of deans of men and women. In a large proportion of the institutions, the chief student personnel administrator was titled vice-president. At the same time the position of dean of students was still visible on most campuses.

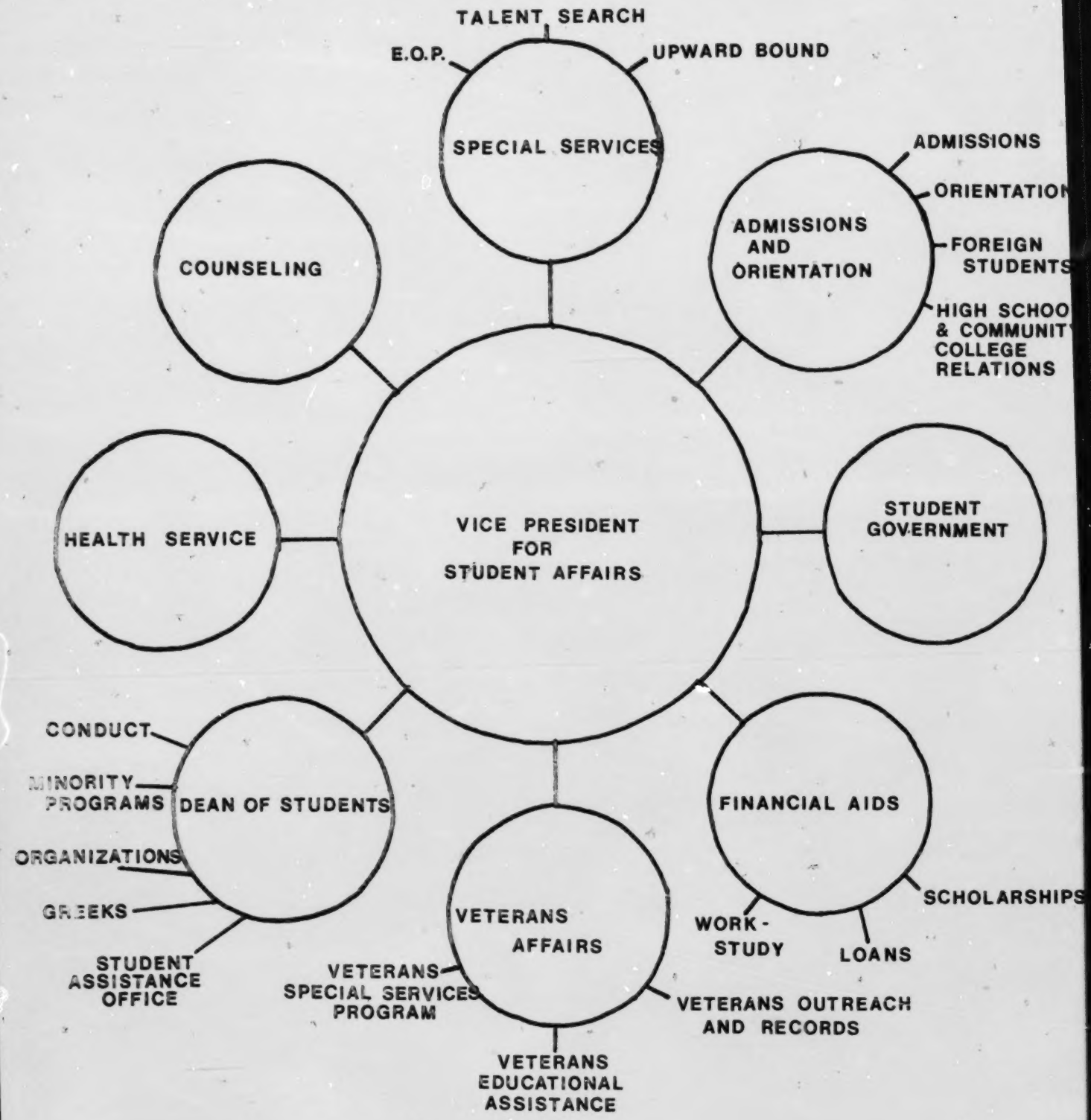
Along with the shift of titles for some administrative offices came a shift in the nature of the administrative units as well as the type and scope of programs offered. There was a marked change in residential living and Greek advising with less emphasis on direct supervision. On the other hand, increased emphasis was

placed on programs for the undecided student, minority students, veterans and volunteerism in the local community. Student-to-student services increased through such activities as peer counseling.

In 1974, the Division of Student Affairs at Oklahoma State University conducted a survey to determine if re-organization had taken place in selected institutions of higher education during the previous three year period. Thirty-five institutions were contacted (including all Big 8 and Big 10 Universities as well as other selected institutions with enrollments exceeding 10,000. Of twenty-one responding institutions, sixteen or 76 percent indicated that they had undergone re-organization within the student services area during the preceeding three year period. For a majority of the institutions reporting the typical organizational structure was similar to the one in Figure 4. A vice president for student services is the chief administrative officer and several division heads report to him/her. The departments were placed under their appropriate division head and reported through that official. Several institutions had areas called Student Life or Center for Student Development. This area included educational programming, student organizations, recreation, and in some instances the programming aspects of housing. The organization charts, as well as the reported method of operation, appeared hierarchial in pattern.

Some unique organization charts were submitted. Circles replaced boxes and the overall appearance resembled a centrality type leadership pattern rather than the traditional hierarchial. (See Figure 14) Interestingly enough, when delving more into the actual operation of the structures, what existed operationally remained much the same as what "had been."

FIGURE 14
AN ORGANIZATION CHART REFLECTING
A CENTRAL LEADERSHIP PATTERN



The vice president for student affairs is placed in the center with other areas related to Student Services appearing as circles radiating outward. The pattern appears to be a "leader centered" communication pattern. However, it may be as Leavitt (1972) described when the leader is the only individual enjoying the position. Others may feel bored and left out. This depends upon the implementation of the division and the characteristics of the individuals involved. Again, the functional and communication pattern must be dominant. The picture does not tell the entire story.

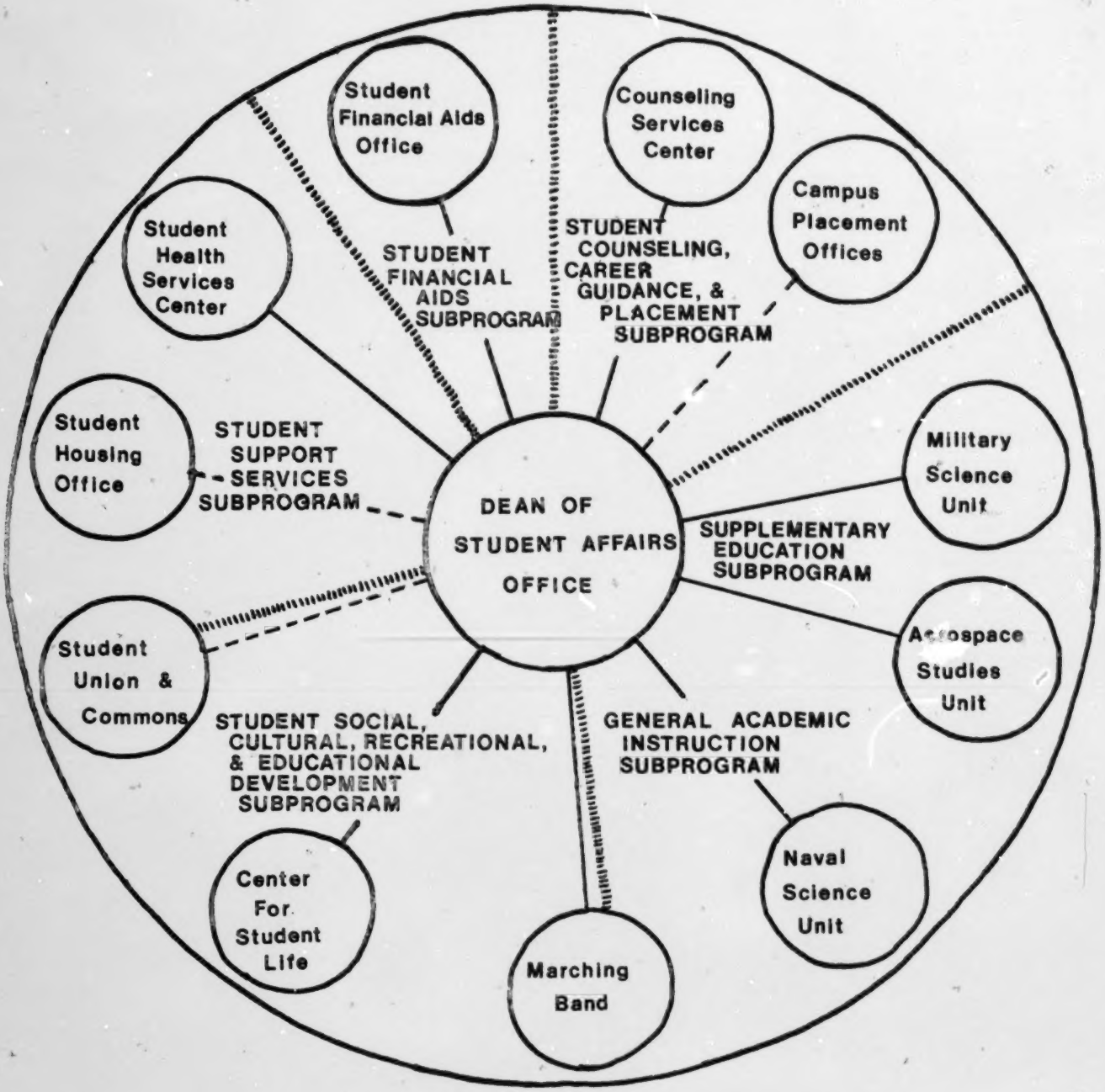
The organizational pattern for the University of Missouri - Columbia (Figure 15) is one in which there appears to be an approach similar to a conceptual model for student development. This pattern is the result of the work done by James Banning, the Dean of Student Affairs on the Columbia campus. Banning is a developer and advocate of ecosystem planning. Banning (1974) described the ecosystem model as an "attempt to provide a methodology of how to assess (map) environments and construct (design) environments to produce more optimal person-environment fits." The aim is an environment in which "the transactions between the student and environment will foster optimum educational growth and development."

The organization chart reflects an inter-relationship developed along functional lines with sub-groups clustered within broad areas. The entire unit operates with a developed set of objectives which are then coordinated by means of resource management, program developmental activities and accountability.

The past has shown a movement toward a more unified student personnel area which can determine student needs and bring about action to meet those needs. The present reflects the beginning of a blending between Student Affairs and Academic Affairs. Tollefson (1975) and Miller (1976) each present model programs which typify the essence of student development. For the time being it appears that some campuses are moving toward a structure which would exemplify, in reality, what the

FIGURE 15

ORGANIZATION CHART -
UNIVERSITY OF MISSOURI-COLUMBIA (1974)


Student Financial Aids Office
Counseling Services Center
Campus Placement Offices
Student Health Services Center
STUDENT FINANCIAL AIDS SUBPROGRAM
STUDENT COUNSELING, CAREER GUIDANCE, & PLACEMENT SUBPROGRAM
Student Housing Office
STUDENT SUPPORT SERVICES SUBPROGRAM
DEAN OF STUDENT AFFAIRS OFFICE
Military Science Unit
SUPPLEMENTARY EDUCATION SUBPROGRAM
Student Union & Commons
Aerospace Studies Unit
STUDENT SOCIAL, CULTURAL, RECREATIONAL, & EDUCATIONAL DEVELOPMENT SUBPROGRAM
GENERAL ACADEMIC INSTRUCTION SUBPROGRAM
Center For Student Life
Naval Science Unit
Marching Band
APPROXIMATE SUBPROGRAM DEFINITIONS
ADMINISTRATIVE UNIT OR ACADEMIC DEPT.
LINE OF ADMINISTRATIVE RESPONSIBILITY
LINE OF ADMINISTRATIVE COOPERATION

student development movement is about. Several steps remain unexplored. It is important to thoroughly examine institutions which represent a student development approach, to consider the structure within which they exist, the conditions which enhance that existence, and the method of maintaining the system. Answers are needed regarding how to change systems that need it. Three basic possibilities are evident: (1) back to the experts in change strategy - where and how to begin; (2) the "proof of the pudding" or the actual existence of the student development campus and the strategies utilized for bringing about the necessary changes, and (3) a return to home base. Each system should determine a contingency model - or a model of "best fit" according to the type of institution, size, purpose, student characteristics, and willingness to change. This third possibility, the contingency model, allows for moving in and out of the mechanistic or organic mode as fits the situation.

Conclusion

Change need not be deplored nor threatening. In fact, as pointed out by Blake and Mouton (1969) "the capability of producing change, or pointing it in the direction desired, therefore controling its rate has become one of our most profound intellectual assets." Systematic development is to be desired over evolution or revolution. It is important to design a clear, explicit, shared model that specifies what is to be done differently and to involve those who will be affected in thinking, analyzing, and evaluating the implications and consequences.

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